

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Ridgecrest Elementary Academy for Language, Music, and Science (REALMS)

CDS Code: 15101571530500

School Year: 2021-22

LEA contact information:

Miriam Hogg

Chief Executive Officer

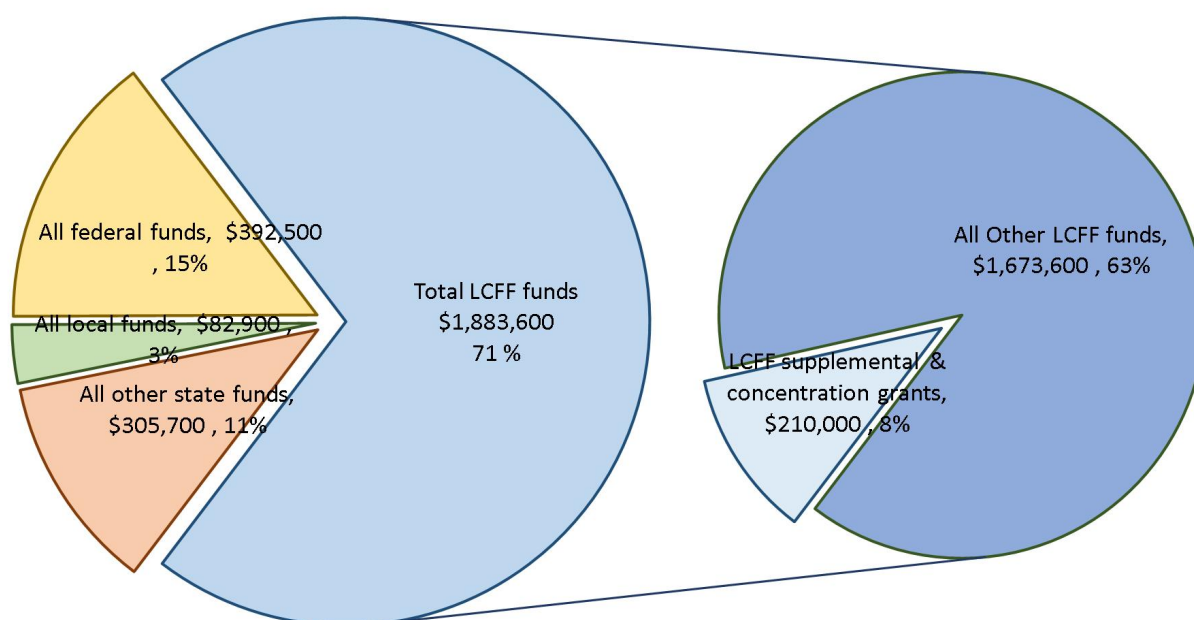
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School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source



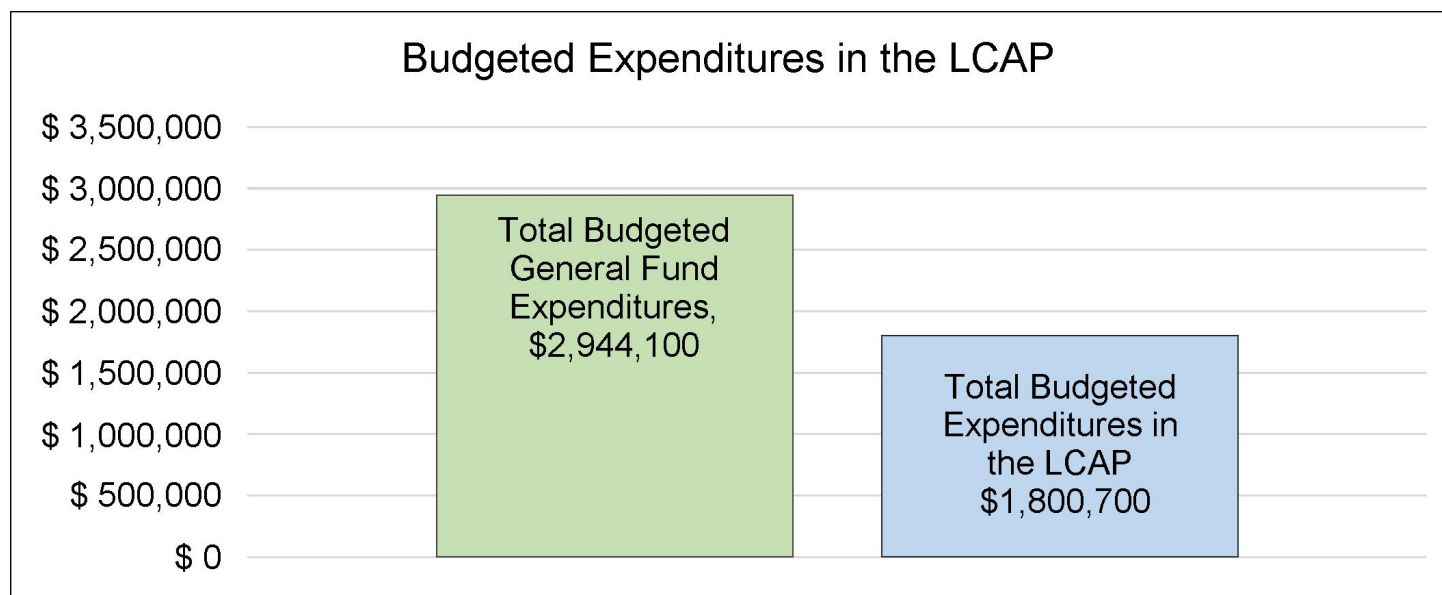
This chart shows the total general purpose revenue Ridgecrest Elementary Academy for Language, Music, and Science (REALMS) expects to receive in the coming year from all sources.

The total revenue projected for Ridgecrest Elementary Academy for Language, Music, and Science (REALMS) is \$2,664,700, of which \$1,883,600 is Local Control Funding Formula (LCFF), \$305,700 is

other state funds, \$82,900 is local funds, and \$392,500 is federal funds. Of the \$1,883,600 in LCFF Funds, \$210,000 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Ridgecrest Elementary Academy for Language, Music, and Science (REALMS) plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Ridgecrest Elementary Academy for Language, Music, and Science (REALMS) plans to spend \$2,944,100 for the 2021-22 school year. Of that amount, \$1,800,700 is tied to actions/services in the LCAP and \$1,143,400 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

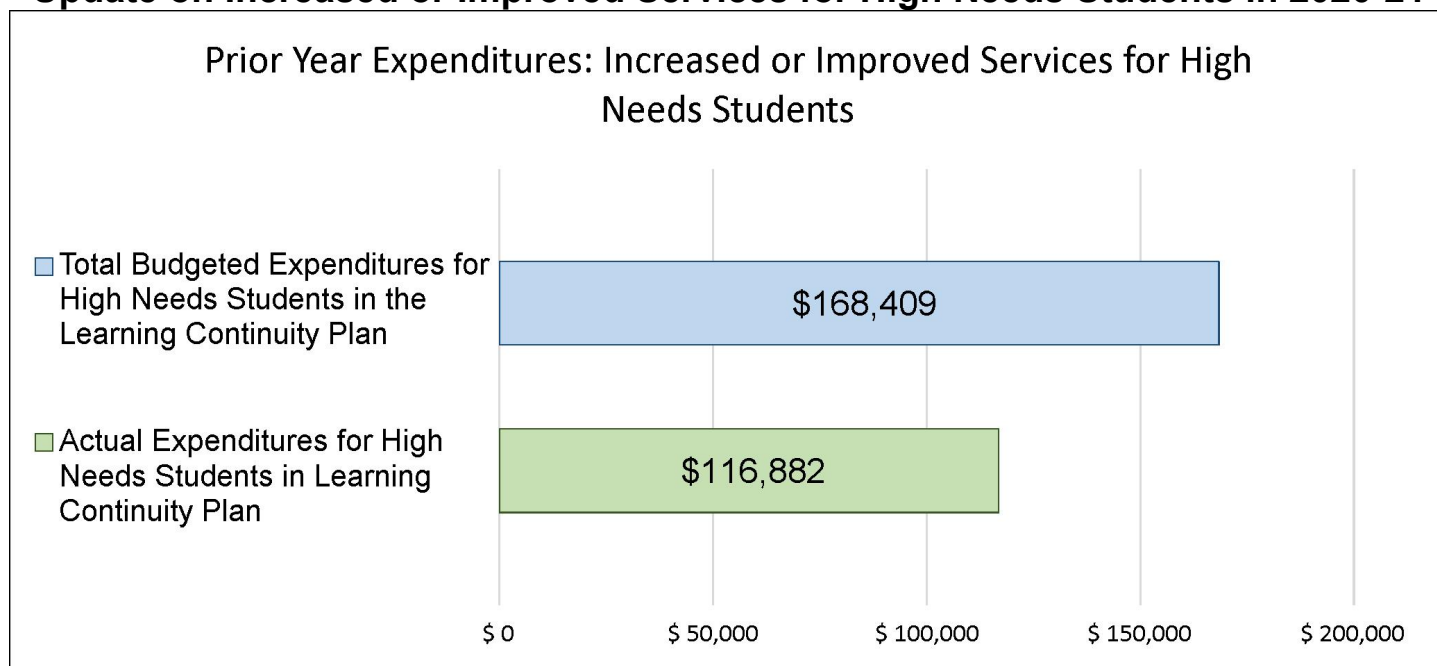
REALMS did not include expenses for contractors as well as building improvements in the LCAP. Some of the service contracts not included or exhaustive are: Technology Services, Speech, or School Psychology.

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Ridgecrest Elementary Academy for Language, Music, and Science (REALMS) is projecting it will receive \$210,000 based on the enrollment of foster youth, English learner, and low-income students. Ridgecrest Elementary Academy for Language, Music, and Science (REALMS) must describe how it intends to increase or improve services for high needs students in the LCAP. Ridgecrest Elementary Academy for Language, Music, and Science (REALMS) plans to spend \$273,000 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020-21



This chart compares what Ridgecrest Elementary Academy for Language, Music, and Science (REALMS) budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Ridgecrest Elementary Academy for Language, Music, and Science (REALMS) estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Ridgecrest Elementary Academy for Language, Music, and Science (REALMS)'s Learning Continuity Plan budgeted \$168,409 for planned actions to increase or improve services for high needs students. Ridgecrest Elementary Academy for Language, Music, and Science (REALMS) actually spent \$116,882 for actions to increase or improve services for high needs students in 2020-21.

REALMS continually strives to provide services for all students including additional resources for increased or improved. This plan will be updated as REALMS makes adjustments to staffing which will highly impact services provided to high need students and families.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Ridgecrest Elementary Academy for Language, Music, and Science (REALMS)	Miriam Hogg Chief Executive Officer	Miriam.Hogg@rcrealms.org (760) 375-1010

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

REALMS will hire and maintain a highly qualified faculty that is fully credentialed. REALMS will obtain the most up-to-date standards aligned instructional materials that will prepare students for college and career.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Teacher Credentialing 19-20 90% of teachers are credentialed or in a CTC approved credential program Baseline Not Applicable	REALMS employed 16 teachers during the 2019-2020 school year. 10 out of 16 teachers (62.5%) were fully credentialed. The remaining teachers, 7 out of 16 (42%) , were certificated under state permits and were pursuing credentials or were interns working under provisional, short term staff permits, or substitute teacher permits.
Metric/Indicator Teacher Retention 19-20 90% of teachers and administrators will remain at REALMS. Baseline Not Applicable	COVID-19 had a tremendous impact on enrollment resulting in a significant decrease in staffing. REALMS retained its 3 certificated administrators. The teaching staff decreased from 16 to 9 available positions going into the 2020-2021 school year. 4 of the 16 certificated teachers (25%) were retained from the 2019-2020 school year.
Metric/Indicator Professional Development 19-20 Teachers and administrators will receive at least 70 hours of professional development Baseline Not Applicable	Prior to the COVID-19 school closure which began in March and went through the end of the school year, REALMS provided approximately 66 hours and 15 minutes of Professional Development to it's certificated and classified staff.

Expected	Actual
<p>Metric/Indicator Community Survey</p> <p>19-20 90% of community will indicate satisfaction with REALMS</p> <p>Baseline Not Applicable</p>	<p>REALMS conducted 7 surveys to its stakeholders (students, parents, and staff) throughout 2019-2020. The Parent Feedback Survey surveyed parents' opinion on quality of instruction, quality of REALMS' facilities, student safety, and student interest in school activities. REALMS did not receive results from the survey administered in December. In January, REALMS received 28 parent responses to the same survey.</p> <p>The results of the parent survey are as follows:</p> <p>39% reported the quality of their child's instruction as "good" 21% reported the quality of their child's instruction as "excellent" 21% reported the quality of their child's instruction as "very good" 14% reported the quality of their child's instruction as "fair" 3% reported the quality of their child's instruction as "poor"</p> <p>28% reported the quality of the school's facilities as "good" 28% reported the quality of the school's facilities as "fair" 21% reported the quality of the school's facilities as "very good" 17% reported the quality of the school's facilities as "excellent" 3% reported the quality of the school's facilities as "poor"</p> <p>50% reported the safety their child feels at school as "very safe" 32% reported the safety their child feels at school as "somewhat safe" 10% reported the safety their child feels at school as "extremely safe" 3% reported the safety their child feels at school as "not safe" 3% reported the safety their child feels at school as "not at all safe"</p> <p>42% reported activities at REALMS match their child's interests "fairley well" 25% reported activities at REALMS match their child's interests "mildly well"</p>

Expected	Actual
	<p>17% reported activities at REALMS match their child's interests "quite well"</p> <p>7% reported activities at REALMS match their child's interests "extremely well"</p> <p>7% reported activities at REALMS match their child's interests "not well at all"</p> <p>REALMS administered a satisfaction survey to students in December that did not yield results. This survey was administered in again in January and received 4 responses from students grades 4-6. The results of the survey are as follows:</p> <p>25% enjoy going to school "a great deal"</p> <p>25% enjoy going to school "a lot"</p> <p>25% enjoy going to school "a moderate amount"</p> <p>25% enjoy going to school "a little"</p> <p>0% enjoy going to school "not at all"</p> <p>25% report at school feeling "extremely safe"</p> <p>25% report at school feeling "very safe"</p> <p>25% report at school feeling "somewhat safe"</p> <p>25% report at school feeling "not so safe"</p> <p>0% report at school feeling "not safe at all"</p> <p>75% report they get along with classmates "very well"</p> <p>25% report they get along with classmates "somewhat well"</p> <p>0.% report they get along with classmates "extremely well"</p> <p>0.% report they get along with classmates "not so well"</p> <p>0% report they get along with classmates "not at all well"</p> <p>50% report satisfaction with their teacher as "extremely satisfied"</p> <p>50% report satisfaction with their teacher as "very satisfied"</p> <p>0% report satisfaction with their teacher as "extremely satisfied"</p>

Expected	Actual
	Due to the impact of COVID-19 and the shift of school priorities, REALMS did not administer the end of year survey. As a result, REALMS was unable to measure progress toward this goal.
<p>Metric/Indicator Faculty Engagement</p> <p>19-20 90% of faculty indicate professional development and meetings are productive and worthwhile.</p> <p>Baseline Not Applicable</p>	<p>REALMS conducted 7 surveys to its stakeholders (students, parents, and staff) throughout 2019-2020. In December REALMS Administration surveyed staff on job satisfaction, support and training, and work balance. REALMS received 14 responses from the staff survey. The results of the survey are as follows:</p> <p>36% overall enjoy working at REALMS "a little" 27% overall enjoy working at REALMS "a lot" 18% overall enjoy working at REALMS "not at all" 27% overall enjoy working at REALMS "a moderate amount" 9% overall enjoy working at REALMS "a great deal"</p> <p>41% report job support and training as "somewhat satisfied" 33% report job support and training as "not so satisfied" 16% report job support and training as "not at all satisfied" 8% report job support and training as "very satisfied" 0% report job support and training as "extremely satisfied"</p> <p>33% rate their work-life balance as "somewhat satisfied" 33% rate their work-life balance as "not at all satisfied" 25% rate their work-life balance as "very satisfied" 8% rate their work-life balance as "not so satisfied" 0% rate their work-life balance as "extremely satisfied"</p> <p>REALMS surveyed staff again in January and received 10 responses. The results of the survey are as follows:</p> <p>57% overall enjoy working at REALMS "a lot" 28% overall enjoy working at REALMS "a moderate amount" 14% overall enjoy working at REALMS "a little" 0% overall enjoy working at REALMS "a great deal"</p>

Expected	Actual
	<p>0% overall enjoy working at REALMS "not at all"</p> <p>75% report job support and training as "somewhat satisfied"</p> <p>12% report job support and training as "very satisfied"</p> <p>12% report job support and training as "not at all satisfied"</p> <p>0% report job support and training as "extremely satisfied"</p> <p>0% report job support and training as "not so satisfied"</p> <p>62% rate their work-life balance as "somewhat satisfied"</p> <p>25% rate their work-life balance as "not at all satisfied"</p> <p>12% rate their work-life balance as "very satisfied"</p> <p>0% rate their work-life balance as "extremely satisfied"</p> <p>0% rate their work-life balance as "not so satisfied"</p> <p>Due to the impact of COVID-19 and the shift of school priorities, REALMS did not administer the end of year survey. As a result, REALMS was unable to measure progress toward this goal.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
All candidates will undergo a rigorous hiring process, which includes paper screening, interviews, performance tasks, curricular and teaching materials review, teaching demonstration, and reference checks.	<p>1100 and 1300 1000-1999: Certificated Personnel Salaries LCFF Base \$1,193,500</p> <p>3101-3102 Benefit expense for Certificated Staff 3000-3999: Employee Benefits LCFF Base \$204,100</p>	<p>1100 and 1300 1000-1999: Certificated Personnel Salaries LCFF Base \$846,850</p> <p>3000 3000-3999: Employee Benefits LCFF Base \$180,818</p>
Teachers and administrators will receive professional development in DIBELS, Systematic ELD, SIPPS, Guided Reading, Response to Instruction, Professional Learning Communities, Project Lead the Way (STEM), Design Thinking, writing curriculum (TBD), and Thinking Maps.	4290 Professional Development and material for iREADY 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$10,900	Project Lead the Way supplies, DIBELS and SIPPS 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$16,479

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	5809 Professional Development and Program Materials for Guided Reading, SIPPS, PLTW, STEM, DIBELS 5800: Professional/Consulting Services And Operating Expenditures Title II \$5,775	5809 Professional Development and Program Materials for Guided Reading, SIPPS, PLTW, STEM, DIBELS (Amount included in 4290 PD-previous expenditure total) 5800: Professional/Consulting Services And Operating Expenditures Title II \$0
Purchase NGSS Science Curriculum, Systematic ELD, DIBELS, and SIPPS.	4100 Curriculum (NGSS) 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$85,200	Science curriculum textbooks and workbooks, Music curriculum and workbooks, Frontline, iReady, Quaver, Scripps 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$44,948
Each Student will receive instruction and have materials for English-Language Arts, mathematics, science, and history-social studies aligned to the Common Core State Standards as evidenced through annual inventory.	4304 4000-4999: Books And Supplies Locally Defined \$500.00	TPT, classroom supplies, Power of Equity training 4000-4999: Books And Supplies Locally Defined \$713

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Due to a decrease in enrollment, Science materials were purchased but billed at a significant decrease. Also, due to a drop in enrollment, teaching staff was reduced to levels appropriate to meet lowered enrollment needs. Funding not used for intended purposes were used to support student virtual tutoring and SEL activities through the school year.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

REALMS was successful in meeting the actions/services for this goal. Certificated staff were screened prior to hiring to ensure proper certification, experience, and ability. Training and professional development was provided to staff for use of school programs (SIPPS, DIBELS, Thinking Maps, etc.). The provided Professional Learning Communities were established with provided required time to review student data, realign instructional content as necessary. Additionally, all school curriculum purchased and used was developmentally appropriate, state standard aligned, and approved by the school board.

Ridgecrest has an ongoing challenge due to its remote location. Therefore, hiring and retention remains a constant challenge.

Goal 2

All REALMS curriculum will be aligned to CCSS and designed to support ELs and other struggling subgroups.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator CCSS aligned materials 19-20 100% of core curriculum materials will be CCSS or NGSS aligned Baseline Not Applicable	All Instructional Materials are SBE and board adopted. There is a textbook for every student. REALMS is prepared to be visited by a Williams Act Committee to verify Williams compliance mandates. 100% of core curriculum materials were CCSS and/or NGSS aligned. Below is a list of the adopted curriculum along with the adoption date: Reading/Language Arts: Wonders 2014 Edition adopted in 2015-16 Mathematics: Envision Common Core 2013 Edition adopted in 2014-15 Science: National Geographic Exploring Science CA Edition adopted in 2019-20 History-Social Science: My World Interactive adopted in 2018-19 Visual and Performing Arts: Quaver Music adopted in 2018-19
Metric/Indicator Designated ELD materials 19-20 Purchase and provide training in Systematic ELD curriculum. Baseline Not Applicable	REALMS purchased Launch to Literacy to provide academic support and enrichment for its English Language Learners. Launch to Literacy is the designated English Language Development (ELD) curriculum used to meet the needs of English learners. Launch to Literacy is comprehensive for English learners of any age who have little or no English proficiency or for native English speakers just learning to read. These learners are systematically

Expected	Actual
	<p>taught how to read using the following elements of reading: Phonemic Awareness, Phonics, Spelling, Vocabulary, Comprehension Skills, Writing, and Language Skills. Phonetic elements are integrated throughout the program.</p> <p>Students are taught a level that correlates with their English proficiency. Students are grouped alongside others that are at the same level of proficiency. Teachers are also continuing to provide integrated ELD instruction through their morning meetings and live lessons. Teachers are scaffolding instruction to meet their language needs.</p>
Metric/Indicator Reading Intervention materials 19-20 Purchase and provide training in DIBELS and SIPPS. Baseline Not Applicable	REALMS purchased and provided training to its certificated staff in SIPPS and DIBELS. Targeted staff development topics specific to instruction, student engagement, and data driven instruction that was available in the 2019-20 school year included Google Classroom, Canvas, Distance Learning, Zoom, Dibels, IABs, iReady, RTI, and EL Training.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Teacher leaders will create curriculum maps for ELA for each grade level prior to the start of the school year.	1100 Thinking Maps, EL Curriculum 4000-4999: Books And Supplies Title I \$4,500	1100 Thinking Maps, EL Curriculum 4000-4999: Books And Supplies Title I 5541.51

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All actions were implemented as planned.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Students at REALMS received access to core content and materials which provided access and opportunity. By having access students have equal opportunity to engage in lessons and access to content as presented. The aligned materials ensure students receive instruction at the appropriate grade and levels. By creating curriculum maps and purchasing an ELD curriculum, teachers were able to structure and align lessons also ensuring students access to grade-level content. Additionally, our English Learners are provided added supports which contributes to the closure of the achievement gap (if any).

Challenges included onboarding new staff to Thinking Maps and supporting all staff through the implementation of Thinking Maps.

Goal 3

REALMS School facilities are maintained and in good repair.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Playground equipment in good repair 19-20 100% of playground equipment will be marked as excellent Baseline Not Applicable	REALMS uses the CDE FIT tool to assess the condition of its grounds and equipment. During the evaluation for 2019-2020, REALMS determined it's playground to be in good repair.
Metric/Indicator Cafeteria in good repair 19-20 100 % of tables and eating areas clean and safe Baseline Not Applicable	REALMS uses the CDE FIT tool to assess the condition of its grounds and equipment. During the evaluation for 2019-2020, REALMS determined it's cafeteria to be in good repair.
Metric/Indicator Classrooms in good repair 19-20 100% of classrooms safe and clean Baseline Not Applicable	REALMS uses the CDE FIT tool to assess the condition of its grounds and equipment. During the evaluation for 2019-2020, REALMS determined it's classrooms to be in good repair.

Expected	Actual
Metric/Indicator Restrooms are in good repair 19-20 100% of restrooms operable and clean Baseline Not Applicable	REALMS uses the CDE FIT tool to assess the condition of its grounds and equipment. During the evaluation for 2019-2020, REALMS determined it's restrooms to be in good repair.
Metric/Indicator	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Using the CASH facilities inspection tool, facilities will be 100% safe and in good repair or marked as excellent on the tool.	2222 Maintenance Inspection Tool 2000-2999: Classified Personnel Salaries LCFF Base \$58,000	2222 Maintenance Inspection Tool 2000-2999: Classified Personnel Salaries LCFF Base \$14,477

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Due to our remote location, the position was filled half way through the year resulting in a decrease in spending. Funds not extended here were used toward distance learning.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

REALMS initially experienced a challenge in staffing the custodial maintenance position with a qualified candidate. The city of Ridgecrest is in a remote environment. As a result, the entire budgeted amount was not expended. Mid-year, we were successful in staffing this position. The custodial maintenance personnel was critical and vital in ensuring the facilities were safe and in good repair. The custodial maintenance personnel used the CDE Fit tool to assess the campus facilities and school resources to make repairs as needed to maintain a safe campus for students, staff, and families in the community.

Goal 4

All REALMS teachers will implement the California Common Core State Standards curriculum.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Instructional materials will be CCSS and ELD aligned 19-20 100% of instructional materials will be CCSS and ELD aligned Baseline Not Applicable	All Instructional Materials are SBE and board adopted.
Metric/Indicator The number of EL students being reclassified will increase 10% annually as measured by reclassification criteria. 19-20 The number of EL students being reclassified will increase 10% annually as measured by reclassification criteria. Baseline Not Applicable	During 2019-2020, REALMS had 25 English Learner students of which 10 were reclassified. REALMS exceeded its goal by reclassifying 40% of its English Learners.
Metric/Indicator ELs making progress towards English proficiency will increase annually as measured by the ELPAC. 19-20	ELPAC Testing was waived during 2019-2020 due to COVID-19.

Expected	Actual
<p>ELs making progress towards English proficiency will increase 10% annually as measured by the ELPAC.</p> <p>Baseline Not Applicable</p>	
<p>Metric/Indicator Teacher lesson plans will be aligned to CCSS and ELD standards and include ELD instruction</p> <p>19-20 100% of teacher lesson plans will be aligned to CCSS and ELD standards and include ELD instruction</p> <p>Baseline Not Applicable</p>	<p>100% of teacher lesson plans and grade level curriculum maps included integrated and designated ELD instruction. Lesson plans were submitted and reviewed by administration weekly.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
100% of REALMS Teachers will actively participate in PLCs and professional development sessions evidenced through agendas, sign in sheets, and student data.	<p>8290: Professional Development and material for iREADY. Dollar amount combined with Goal 1 Action 2 Not Applicable Not Applicable \$0</p> <p>5809: Dollar amount combined with Goal 1 Action 2 Professional Development and Program Materials for Guided Reading, SIPPS, PLTW, STEM, DIBELS Not Applicable Not Applicable \$0</p>	<p>N/A Not Applicable Not Applicable \$0</p> <p>N/A Not Applicable Not Applicable \$0</p>
Teachers will use CCSS state adopted or CCSS standards aligned instructional materials, including intervention and ELD materials.	<p>4100 (NGSS) Dollar amount combined with Goal 1 Action 3 Not Applicable Not Applicable \$0</p> <p>4302 1000-1999: Certificated Personnel Salaries Locally Defined \$32,500</p>	<p>N/A Not Applicable Not Applicable \$0</p> <p>4302 5000-5999: Services And Other Operating Expenditures Locally Defined \$7,702</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
All core content areas will have, and teachers will use pacing guides with embedded schedules and assessments	1100 Cost of Certificated Personnel 1000-1999: Certificated Personnel Salaries LCFF Base \$983,500 Benefit cost for certificated personnel 3000-3999: Employee Benefits LCFF Base \$204,100	1100 Cost of Certificated Personnel 1000-1999: Certificated Personnel Salaries LCFF Base \$1,172,452 Certificated Personnel benefit costs 3000-3999: Employee Benefits LCFF Base \$250,100
Teaches will use formative and summative assessment data to plan lessons, intervention, and enrichment for all students.	1311 Certificated Admin salary 1000-1999: Certificated Personnel Salaries LCFF Base \$107,000 3000 Benefits for Certificated Administrator 3000-3999: Employee Benefits LCFF Base \$43,680 4300: NWEA Licensing Expense 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$6,000	Certificated Admin salary 1000-1999: Certificated Personnel Salaries LCFF Base \$107,000 Benefits for Certificated Administrator 3000-3999: Employee Benefits LCFF Base \$43,841 NWEA Map growth Math and ELA 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$4,300

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funding that was not spent on CCSS due to the pandemic was channelled into cost on extra staffing. With the shift in EL instruction to certificated staff, a para professional was not hired. But rather unused funding was used to pay teacher the increase in teacher salaries during the pandemic.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Students at REALMS received access to core content and materials which provided access and opportunity. By having access students have equal opportunity to engage in lessons and access to content as presented. The aligned materials ensure students receive instruction at the appropriate grade and levels. By creating curriculum maps and purchasing an ELD curriculum, teachers were able to structure and align lessons also ensuring students access to grade-level content. Additionally, our English Learners are provided added supports which contributes to the closure of the achievement gap (if any).

The challenge with the implementation of Goal 4 was supporting new staff following the curriculum map with fidelity.

Goal 5

REALMS Teachers and Staff will support the needs of English Learners to ensure progress and proficiency on state assessments.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Reclassification form and meetings data 19-20 Create and utilize an EL reclassification form based on existing CDE resources for 100% of EL students. Create and maintain minutes and records for 100% of EL parent meetings Baseline N/A	REALMS held ELAC meetings monthly prior to the mandated school closure. Attendance sheets were collected during these meetings. The reclassification form REALMS uses was reviewed during one of the ELAC meetings as well as the requirements for reclassification.
Metric/Indicator ELPAC summative assessments proficiency data 19-20 Administer ELPAC assessments and designated ELD progress monitoring assessments for 100% of EL students Baseline N/A	ELPAC Testing requirements for 2019-2020 were waived due to COVID-19.
Metric/Indicator Evaluation of teacher lesson plans and curriculum maps 19-20	Lesson plans and curriculum maps were submitted by teachers weekly and reviewed by administration. These plans included plans for designated and integrated ELD.

Expected	Actual
100% of teacher lesson plans and grade level curriculum maps will include integrated ELD instruction Baseline N/A	
Metric/Indicator Audit of instructional materials 19-20 All core curriculum materials will be aligned with ELD standards. Baseline N/A	All Instructional Materials are SBE and board adopted. Below is a list of REALMS' curriculum. Reading/Language Arts: Wonders 2014 Edition adopted in 2015-16 Mathematics: Envision Common Core 2013 Edition adopted in 2014-15 Science: National Geographic Exploring Science CA Edition adopted in 2019-20 History-Social Science: My World Interactive adopted in 2018-19 Visual and Performing Arts: Quaver Music adopted in 2018-19

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Create ELD curriculum maps for each and all grade levels for ELA and mathematics.	1100 Thinking Maps, EL Curriculum (Dollar amount combined with Goal 2 Action 1) Not Applicable Not Applicable \$0	N/A Not Applicable Not Applicable \$0
Teachers and administrators will be trained in the Systematic ELD curriculum. Teachers and administrators will also be trained in integrated ELD.	5201 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$10,000	EL Training/Travel and PD, EL Network Training, KCSOS EL Training 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$3,377
100% of teacher lesson plans will include integrated ELD instruction	1331 Certificated Admin Salary 1000-1999: Certificated Personnel Salaries LCFF Base \$96,100	Certificated Admin salary 1000-1999: Certificated Personnel Salaries LCFF Base \$96,100

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	3000 Benefit expense for Certificated Admin 3000-3999: Employee Benefits LCFF Base \$32,612	Certificated Admin benefits 3000- 3999: Employee Benefits LCFF Base \$32,960

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Due to COVID-19, certain travel, trainings, and/or planned meetings and events did not occur as planned. REALMS took advantage of virtual professional development at a lower cost in place of previously scheduled events/activities.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

REALMS administrator was responsible and acted as oversight of weekly review of lesson plans and curriculum maps. The school principal led professional development in Systematic ELD and was directly involved in its implementation. This oversight created collaboration and accountability in the schools instructional program.

Goal 6

Parents view themselves as a key component of the Charter School's and students' success. Parents demonstrate high satisfaction with the Charter School's program.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Surveys 19-20 75% of parent complete survey Baseline Not Applicable	REALMS conducted 7 surveys to its stakeholders(students, staff, parents) during the 2019-2020 school year. 2 of the surveys were directed to parents. In December, REALMS received 0 parent participation. In January, REALMS received participation from 28 parents.
Metric/Indicator Meeting Minutes 19-20 100% of PTO, Site Council, ELAC, LCAP, and governing board meetings record minutes Baseline Not Applicable	REALMS conducted meetings for School Site Council and ELAC. All meetings were observed, agendaized, and meeting minutes recorded. The school's LCAP was placed on the agenda and discussed in both School Site Council and ELAC meetings in order to solicit parent input. Meeting minutes can be accessed at the school front office upon request.
Metric/Indicator Sign-in Sheets 19-20 100% of teachers turn in sign in sheets for Back to School Night, Open House, family event nights. Baseline Not Applicable	REALMS uses sign-in sheets in order to gauge participation in such activities and school events. Due to safety measures put in place under COVID-19, REALMS was unable to host a portion of planned in-person events such as Open House , Talent Show, and/or Family Event Nights. However, according to collected signatures from sign-in sheets, REALMS received 1,629 visitors during the 2019-2020 school year.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Publish list of opportunities for parental involvement (handbook).	4303 4000-4999: Books And Supplies LCFF Base \$5,000	Active Internet Technologies 5000-5999: Services And Other Operating Expenditures LCFF Base \$6,000
Parent representation positions on Site Council, LCAP, ELAC, and governing board will be 100% filled.	4303 Certificated Admin Salary. This expense is combined with Goal 5 Action 2. Not Applicable Not Applicable \$0 3000 Benefits for Certificated Admin. This expense is combined in Goal 5 Action 2. Not Applicable Not Applicable \$0	N/A Not Applicable Not Applicable \$0 N/A Not Applicable Not Applicable \$0
At least 75% of parents will complete annual survey.	4304 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$500 5813 Aeries and Aeries Loop Licensing Expense 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$12,000	Purchase of Survey Monkey 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$484 5813 Aeries cost listed in previous Goal/Action 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$12,525

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

COVID-19 impacted the schools ability to host events and/or activities originally planned. The lack of normalcy in some situations created fear, anxiety, and unhappiness. Due to COVID-19, REALMS was unable to conduct in-person Parent/Teacher conferences for Trimester 3, Open House, and/or Family Fun Nights. Funding was redirected to support communication and technology needs of students to support contact and connection.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

REALMS staff transitioned to using Zoom to host committee meetings and parent/teacher conferences. REALMS created opportunities to support the social/emotional needs of students. REALMS held virtual awards assemblies to continue its school to home connection. Additionally, REALMS created weekly events which included yoga, art, stitchology and podcasts with the school principal. These events provided healthy outlets for students to connect with others within the school community and practice self-care.

Challenging aspects of Goal 6 were arranging leaders for the SEL activities, communicating opportunities to families, and ensuring participation in SEL activities.

Goal 7

Opportunities for parent participation will be visibly advertised.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Website 19-20 At least 90% of school activities and events will be posted on the school's website. Baseline Not Applicable	School events and activities were posted on the school website and social media pages. Additionally, REALMS used Aeries Communication to send updates to parents and families of these events/activities.
Metric/Indicator Social Media 19-20 At least 90% of school activities and events will be posted on FaceBook and Instagram Baseline Not Applicable	School events and activities were posted on the school website and social media pages. Additionally, REALMS used Aeries Communication to send updates to parents and families of these events/activities.
Metric/Indicator Newsletters 19-20 At least 90% of school activities and events will be posted in teachers' and the school newsletters. Baseline Not Applicable	Teachers at REALMS conduct weekly newsletters which provide information imperative to the classroom and school wide information. The principal held daily announcements which were also sent to families electronically. School events and activities were posted on the school website and social media pages. Additionally, REALMS used Aeries Communication to send updates to parents and families of these events/activities.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
At least 90% of school events and activities will be advertised on the school website, through social media, and in the handbook and teacher and school newsletters	4304 Website expense 4000-4999: Books And Supplies Locally Defined \$3,000 5813 Aeries and Aeries Loop Licensing Expense. This expense is combined with Goal 6 Action 1. Not Applicable Not Applicable \$0	4304 Website expenses 4000-4999: Books And Supplies Locally Defined \$3,050 N/A Not Applicable Not Applicable \$0

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All actions and services were implemented as planned.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

COVID-19 caused REALMS and schools world-wide to get creative in its attempt at outreach to families. Due to school closures, REALMS relied heavily on electronic means of communication for its staff, students, and school community. REALMS used Aeries Communication, email communication, Zoom, Canvas, as well as its website and social media pages to communicate and share information. We can identify by response of staff, students, and families, that communication was received and effective to communicate and receive/share information.

There were no notable challenges in this goal.

Goal 8

Charter School teachers and administrators regularly communicate with parents/families, and parents/families regularly communicate and participate in classroom and school wide activities.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Volunteers and visitor logs 19-20 At least 75% of parents/families will volunteer at school Baseline Not Applicable	Visitors and volunteers are required to sign-in upon entrance to the school campus. A log of these sign in sheets are stored in the front office. Volunteering opportunities were suspended due to the pandemic.
Metric/Indicator Survey 19-20 At least 75% of parents/families will participate in annual survey Baseline Not Applicable	REALMS conducted 7 surveys during 2019-2020. The content of data being gathered changed due to the impact of COVID-19. The focus of the surveys changed to student/staff safety, accessibility to technology devices, and instructional preference. Initially, REALMS did not receive any parent and/or student responses. In April, we received 4 student response, and 208 parent responses. This goals was met by 75.7% participation rate.
Metric/Indicator Social Media and website posts 19-20 At least 90% of school activities and events will be posted on FaceBook, Instagram, and the REALMS website. Baseline Not Applicable	All school events and activities were posted on the school website and social media pages. Additionally, REALMS used Aeries Communication to send updates to parents and families of these events/activities.
Metric/Indicator Newsletters	100% of Teachers at REALMS conduct weekly newsletters which provide information imperative to the classroom and school wide

Expected	Actual
19-20 At least 90% of school activities and events will be posted in teachers' newsletters and the school newsletter Baseline Not Applicable	information. The principal held daily announcements which were also sent to families electronically. School events and activities were posted on the school website and social media pages. Additionally, REALMS used Aeries Communication to send updates to parents and families of these events/activities.
Metric/Indicator Sign in sheets 19-20 At least 75% of families/parents will participate in school events Baseline Not Applicable	Visitors and volunteers are required to sign-in upon entrance to the school campus. A log of these sign in sheets are stored in the front office. Data collected from these sheets are used to track engagement. Due to the pandemic, events were cancelled and not hosted.
Metric/Indicator Meetings' Minutes 19-20 100% of parent positions will be filled on site council, LCAP committee, ELAC committee, and the governing board Baseline Not Applicable	100% of parent positions were filled on Site Council, LCAP committee, ELAC committee, and the governing board. During the 2019-2020 school year, after being filled, one candidate resigned from the governing board and this position was not re-filled.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
75% of parents will volunteer at school. 75% of parents complete community survey. 100% of parent positions on committees such as School Site Council, PTO, and the Governing Board are filled. Minimum parent representation from TK-3, 3-4, and 5-6 grade spans on decision making committees such as LCAP and ELAC Parent participation on decision making committees such as LCAP and ELAC.	1331 Certificated Admin salary. This expense is combined with Goal 5 Action 2 Not Applicable Not Applicable \$0 3000 Benefit expense for certificated admin. This expense is combined with Goal 5 Action 2 3000-3999: Employee Benefits Not Applicable \$0	N/A Not Applicable Not Applicable \$0 N/A Not Applicable Not Applicable \$0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	5813 Aeries and Aeries Loop Licensing Expense. This expense is combined with Goal 6 Action 1. 5800: Professional/Consulting Services And Operating Expenditures Not Applicable \$0	N/A Not Applicable Not Applicable \$0

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Parent and family volunteering was suspended this year due to the pandemic.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Due to COVID-19, and the safety and security measures to keep its school community safe, REALMS severely limited visitors on campus. Throughout the year a total of 1,629 visitors signed into the visitor log. This includes parents who arrived to campus for committees such as the School Site Council, English Learner Advisory Committee, and school Governing Board.

Goal 9

Students in 3-6 grades will participate in all annual CAASPP assessments; students in 3-6 grades will increase progress towards meeting and exceeding standards on each CAASPP assessment;
Students in grades TK-6 will participate in NWEA MAP Growth benchmark assessments 3 times each year; 95% of all students will be reading at grade level by the end of third grade or all students will demonstrate at least one year's growth towards meeting grade level reading proficiency.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator CAASPP ELA and math interim and summative assessments 19-20 At least 95% of students in grades 3-6 will participate in CAASPP assessments Students' progress towards meeting standards will progress at least 5% on annual summative assessments Baseline Not Applicable	CAASPP Testing for ELA and Math were postponed during the 2019-2020 school year due to COVID-19.
Metric/Indicator NWEA Benchmark assessments 19-20 The number of students progressing towards benchmark growth targets will increase by 3% each trimester. Baseline Not Applicable	REALMS attempted to conduct NWEA Benchmark Assessments during 2019-2020. However, conducting the assessment for the end of year was not possible due to COVID-19.

Expected	Actual
Metric/Indicator DIBELS reading fluency assessments 19-20 95% of all students will be reading at grade level by the end of third grade or all students will demonstrate at least one year's growth towards meeting grade level reading proficiency. Baseline Not Applicable	The collection of data and administering of assessments was impeded due to the impact of COVID-19.
Metric/Indicator SIPPS assessments 19-20 95% of all students will be reading at grade level by the end of third grade or all students will demonstrate at least one year's growth towards meeting grade level reading proficiency. Baseline Not Applicable	The collection of data and administering of assessments was impeded due to the impact of COVID-19.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
100% of students will use CCSS aligned materials and receive CCSS aligned instruction, interventions, extension activities. 100% of EL students will receive ELD instruction.	4100 (NGSS) Dollar amount combined with Goal 1 Action 3 Not Applicable Not Applicable \$0 1100 Certificated Staff Salary Cost. Dollar amount combined with Goal 4 Action 3 Not Applicable Not Applicable \$0 Benefit cost for certificated personnel. Dollar amount combined with Goal 4 Action 3 Not Applicable Not Applicable \$0	N/A Not Applicable Not Applicable \$0 N/A Not Applicable Not Applicable \$0 N/A Not Applicable Not Applicable \$0
100% of teachers will receive training in lesson planning and high impact instructional strategies.	1311 Certificated Admin Salary expense. This amount is	N/A Not Applicable Not Applicable \$0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>combined with Goal 4 Action 4. Not Applicable Not Applicable \$0</p> <p>3000 Certificated Admin Benefits. This expense is combined with Goal 4 Action 4 Not Applicable Not Applicable \$0</p> <p>1331 Certificated Admin Salary. This expense is combined with Goal 5 Action 2 Not Applicable Not Applicable \$0</p> <p>3000 Benefits for Certificated Admin. This expense is combined with Goal 5 Action 2. 4000-4999: Books And Supplies Not Applicable \$0</p>	<p>N/A Not Applicable Not Applicable \$0</p> <p>N/A Not Applicable Not Applicable \$0</p> <p>N/A Not Applicable Not Applicable \$0</p>
<p>At least 95% of all students in NWEA assessments and 95% of students in grades 3-6 will participate in CAASPP interim and summative assessments</p> <p>Students' progress towards meeting standards will progress at least 5% on annual summative assessments</p> <p>The number of students progressing towards benchmark growth targets will increase by 3% each trimester.</p>	<p>4300 NWEA licensing cost. This expense is combined with Goal 4 Action 4. Not Applicable Not Applicable \$0</p> <p>1311 Certificated Admin Salary. This expense is combined with Goal 4 Action 4 Not Applicable LCFF Supplemental and Concentration \$0</p> <p>3000 Certificated Admin Benefits. This expense is combined with Goal 4 Action 4 Not Applicable LCFF Supplemental and Concentration \$0</p>	<p>N/A Not Applicable Not Applicable \$0</p> <p>N/A Not Applicable Not Applicable \$0</p> <p>N/A Not Applicable Not Applicable \$0</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Budgeted items for this goal were combined with other goals/actions.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

CAASPP Testing for 2019-2020 was ceased due to COVID-19. REALMS was successful in administering 1-2 NWEA Benchmarks and Initial ELPAC tests. Due to school closures as a result of COVID, Summative tests were not conducted in addition to end of year NWEA benchmark testing.

Goal 10

English Learners will demonstrate progress towards English proficiency as measured on the ELPAC.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator ELPAC assessments 19-20 ELs making progress towards English proficiency will increase 10% annually as measured by the ELPAC. Baseline Not Applicable	The collection of data and administering of assessments was impeded due to the impact of COVID-19.
Metric/Indicator Reclassification data 19-20 Reclassified EL students will increase 10% annually as measured by reclassification criteria. Baseline Not Applicable	During 2019-2020, REALMS had 25 English Learner students of which 10 were reclassified. REALMS exceeded its goal by reclassifying 40% of its English Learners.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
100% of teachers and administrators will receive training in Systematic ELD	4100 (NGSS) Dollar amount combined with Goal 1 Action 3 1000-1999: Certificated Personnel	N/A Not Applicable Not Applicable \$0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>Salaries LCFF Supplemental and Concentration \$0</p> <p>1100 Certificated Staff salary cost. Dollar amount combined with Goal 4 Action 3 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$0</p> <p>Certificated Staff cost for benefits. Dollar amount combined with Goal 4 Action 3 3000-3999: Employee Benefits Not Applicable \$0</p>	<p>N/A Not Applicable Not Applicable \$0</p> <p>N/A Not Applicable Not Applicable \$0</p>
<p>100% of teachers' lesson plans will include integrated ELD instruction. 100% of EL students will receive designated ELD instruction during the scheduled time.</p>	<p>5201 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$10,000</p>	<p>KCSOS PD on English Learning Strategies for teachers 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 4,185.44</p>
<p>EL Students will have opportunities to learn and practice English in meaningful ways that are collaborative, interpretive, and productive</p>	<p>1311 Certificated Personnel Salary. This expense is combined with Goal 4 Action 4 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$0</p> <p>3000 Certificated Admin Benefits. This expense is combined with Goal 4 Action 4 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$0</p>	<p>N/A Not Applicable Not Applicable \$0</p> <p>N/A Not Applicable Not Applicable \$0</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Due to the pandemic, REALMS was unable to conduct/host previously planned professional development opportunities. The funds were used to support the additional expenditures to support technology and connectivity needs of certificated staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

REALMS provided Professional Development in research-based English Language Development teaching strategies. REALMS created partnership with Kern County Superintendent of Schools (KCSOS) to conduct this full-day PD. Professional Development for demonstrated strategies for students to practice English in meaningful ways that are collaborative, interpretive, and productive.

Goal 11

Students will regularly and consistently attend school.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Student attendance 19-20 At least 95% of students will attend school as measured in ADA attendance reports. Baseline Not Applicable	2019-2020 was a unique year for a number of factors. While REALMS strived to maintain 95% attendance participation, COVID-19 had a huge impact on REALMS not being able to achieve this goal. The average range of attendance based on the P-Annual was 86.6%. This is a astronomical change in average participation. School attendance across the nation were negatively impacted as a result of COVID-19.
Metric/Indicator Student attendance 19-20 Chronic Absenteeism will be less than 10%. Baseline Not Applicable	COVID-19 had a huge impact on REALMS not meeting this goal for 2019-2020. Approximately 14% of REALMS students were chronically absent during the 2019-2020 school year.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Staff member will call and send home truancy letters to parents/guardians of all students absent 10% or more of the current number of school days	4100 (NGSS) Dollar amount combined with Goal 1 Action 3 Not Applicable Not Applicable \$0	N/A Not Applicable Not Applicable \$0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Staff member will schedule attendance meetings with all students and parents whose attendance does not improve after phone calls and letters	1100 Certificated Staff Cost. Dollar amount combined with Goal 4 Action 3 Not Applicable Not Applicable \$0 Certificated Staff cost for benefits. Dollar amount combined with Goal 4 Action 3 Not Applicable Not Applicable \$0	N/A Not Applicable Not Applicable \$0 N/A Not Applicable Not Applicable \$0
Post attendance laws and importance on website, in newsletter and send home information fliers Hold parent information meetings about attendance	4304 Website expense. This amount is combined with Goal 7 Action 1 Not Applicable Not Applicable \$0 1331 Certificated Admin Salary. This expense is combined with Goal 5 Action 2 Not Applicable Not Applicable \$0 3000 Benefits for Certificated Admin. This expense is combined with Goal 5 Action 2 Not Applicable Not Applicable \$0	N/A Not Applicable Not Applicable \$0 N/A Not Applicable Not Applicable \$0 N/A Not Applicable Not Applicable \$0

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All goals were implemented as planned.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

REALMS Administrators monitored student attendance frequently. Average attendance reports were reported to the school board monthly. REALMS expressed the importance of attendance to its students, staff, and parents via newsletter, staff meetings, and phone/email. REALMS partnered with the Ridgecrest Police Department to conduct wellness checks when necessary. Additionally,

REALMS conducted monthly awards assemblies celebrating students with excellent attendance records. Due to the pandemic and distance learning, it was a challenge to get daily engagement of all students.

Goal 12

REALMS will use alternative means of correction before suspending and expelling students. The exception will be violations to education code that mandate suspension and/or expulsion.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Suspension rate 19-20 Suspension rate will be below 3% Baseline Not Applicable	REALMS reached its goal to maintain a suspension rate below 3% for 2019-2020. The actual rate of suspension for REALMS during 2019-2020 was 2%.
Metric/Indicator Expulsion rate 19-20 Expulsion rate will be below .5% Baseline Not Applicable	REALMS reached its goal to maintain an expulsion rate below .5% for 2019-2020. Zero students were expelled during 2019-2020.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
100% of teachers and administrators will be trained and implement CPI, PBIS, and restorative practices.	5200 Operating Expenses 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$37,100	5200 Operating Expenses 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$22,541

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Host at least 3 parent meetings about CPI, PBIS, and restorative practices.	5813 Aeries and Aeries Loop Licensing Expense. This expense is combined with Goal 6 Action 1. Not Applicable LCFF Supplemental and Concentration \$0	N/A Not Applicable Not Applicable \$0
Post information on the school's website and on social media	1331 Certificated Admin Salary. This expense is combined with Goal 5 Action 2. Not Applicable LCFF Supplemental and Concentration \$0	N/A Not Applicable Not Applicable \$0
	3000 Benefits for Certificated Admin. This expense is combined with Goal 5 Action 2. Not Applicable LCFF Supplemental and Concentration \$0	N/A Not Applicable Not Applicable \$0

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Due to COVID-19, there was a decrease in training opportunities as a result of decreasing any in-person events and the risk of exposure. The funding was used to support teachers with extra time to transition lessons into a digital format.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Due to COVID-19, REALMS met challenges with conducting all previously planned meetings. Prior to closures of in-person events, the REALMS Principal was able to attend a Conflict Mediation training. REALMS Staff also participated in a PBIS Virtual Training in addition to a Check-in/Check-out Training. Both trainings, contributed to the decrease in administrative disciplinary actions and promoted restorative practices.

REALMS was successful in posting information and updates on the school's website and social media accounts.

Goal 13

All students will be enrolled in appropriate Mathematics, English-Language Arts, Social-Science, Music, Science, and Physical Education courses.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Student enrollment in courses 19-20 100% of students will be enrolled in Mathematics, ELA, Social-Science, Music, Science, and Physical Education. Baseline Not Applicable	100% of students were enrolled in Mathematics, ELA, Social-Science, Music, Science, and Physical Education.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Enroll 100% of REALMS students in appropriate mathematics, English-language arts, social-science, music, science, and physical education courses as evidenced in the Aeries database and CALPADS.	2432 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$33,900 1331 Certificated Admin Salary. This expense is combined with Goal 5 Action 2. Not Applicable Not Applicable \$0 3000 Benefits for Certificated Admin. This expense is combined	2432 Hiring of classified personnel (para professionals) 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$29,876 N/A Not Applicable Not Applicable \$0 N/A Not Applicable Not Applicable \$0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	with Goal 5 Action 2. Not Applicable Not Applicable \$0 5813 Aeries and Aeries Loop Licensing Expense. This expense is combined with Goal 6 Action 1. Not Applicable Not Applicable \$0	N/A Not Applicable Not Applicable \$0

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All goals were implemented as planned.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

REALMS hired para professionals to support teachers and students in the classroom. Para professionals, under the direction of a credentialed teacher performed small groups and one-on-one student supports.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
1 Adequate meal options and child nutrition is a high need for REALMS economically disadvantaged (low-income) students. REALMS will hire staff to continue meal service throughout the summer to decrease hunger and childhood poverty for those students.	\$33,637	\$24,740	Yes
2 REALMS purchased devices for staff and student use. The technology survey results determined a high need for devices for English Learners and economically disadvantaged students. These devices will provide necessary connectivity and access to core content.	\$25,000	\$12,853	Yes
3 Hired contractors to provide 6 week intervals of social/emotional activities during the school day to mitigate social emotional needs of students and families.	\$30,000	\$4,044	Yes
4 REALMS will hire staff to offer to extend learning activities (tutoring) after school. Special Education, English Learners, Foster Youth, and students economically disadvantaged will have priority in participating. Tutoring support will provide English Learners, low-income, and students receiving Special Education services extra time and the opportunity to work on concepts that contribute to the learning gap that exists between those students and their peers.	\$15,000	\$20,000	Yes
5 Continue to implement Positive Behavior Intervention System	\$1,500	\$1254	Yes
6 Provide school-wide, classroom, and individual incentives for the students meeting attendance participation expectations, to increase attendance and participation particularly for Foster Youth and those	\$1,500	\$490	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
economically disadvantaged who have high absence and participation rates in the classroom(s).			
7 Provide professional development training and consulting services to teachers, classified staff, and administrators with an emphasis on increasing achievement of low income, foster youth, and English learners.	\$2,000	\$2,000	No
8 Project Lead the Way requires students to have access to iPads in order to fully engage with the lessons and content. Not all students at REALMS have access to these devices. Based on survey results, a large number of students who lack devices at home were English Learners and students reporting from families with low-income. REALMS plans to purchase of devices and supplies for Project Lead the Way with an emphasis on supporting low-income, foster youth, and English Learners. REALMS determined through the technology survey that parents of English Learners, Foster Youth, and disadvantaged, lack access to iPad devices which are used to access applications, content materials and engage in learning activities.	\$50,000	\$48,338	No
9 Purchase additional equipment/supplies for cleaning and disinfecting.	\$10,000	\$9,149	No
10 Purchase additional PPE for all staff and students.	\$1,000	\$1,094	No
11 Purchase dividers and/or other equipment to ensure distancing practices (i.e., sneeze guard for cafe' tables, supply pouches for each student, school-wide hand sanitizer dispensers, fans for room air circulation, etc.).	\$8,000	\$8,032	No
12 Hire Program Coordinators for Anchored for Life (Social/Emotional Support Program)	\$1,000	\$750	Yes
13 Increase/re-align IT support service contract	\$50,000	\$38,205	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

While all actions were implemented to meet student needs, there were substantive differences as follows:
Action 1 - Cost to provide meals was less after we returned to in-person instruction in October 2020

Action 2 - Fewer devices were needed than originally expected due to a return to in-person instruction
Action 3 - with the return to in-person, the contract was canceled and we used in-class resources to meet the needs
Action 4 - tutoring was not offered during the school year, but resources were used for summer school options for students. The summer options needed many unplanned supplies which created an overage
Action 7 - more teachers attended training than expected
Action 13 - Less IT support was needed after a return to in-person learning

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

The return to class and in-person instruction offered several key challenges and successes. The prominent challenge was maintaining distance and safety for students and staff to prevent illness when we returned. All processes and procedures had to be reviewed, adapted, and communicated. These changed as the county moved in and out of different color tiers through the year. Successes included the successful return to class in October (with an extended break in December/January that included a week of distance learning for all) and the ability to meet student needs in person while continuing to provide distance options for the 10% of families who chose to remain in that format.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
1 Purchase CANVAS Platform to deliver instruction via Distance Learning and Hybrid model.	\$2,000	\$1,885	Yes
2 Purchase headphones with microphones	\$4,000	\$4,275	Yes
3 Purchase 2nd monitor for certificated teachers to conduct distance learning, review data, and multi-task function increasing performance and productivity.	\$1,540	\$1,788	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

There were no substantive differences between planned and actual expenses.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Continuity of Instruction

Challenges included shifting to distance learning and adapting to our new LMS - Canvas. Successes included continued contact with students even in a distance environment and providing SEL and Social opportunities virtually (yoga for instance)

Access to Devices and Connectivity

Challenges included quickly acquiring and providing devices and hot spots with training to families as well and expanded IT support. Successes included our staff quickly learning Canvas and adapting instruction to a virtual format - especially our many new teachers.

Pupil Participation and Progress

Challenges included encouraging daily engagement with students and accessing accurate learning levels. Successes included continued EL support and intervention for needy students.

Distance Learning Professional Development

Challenges included limited time to train staff and meet need prior to shutdown. Successes included the ongoing training and support to meet staff needs to continue instruction

Staff Roles and Responsibilities

Challenges included jobs and daily responsibilities that were no longer needed or required in a distance learning format. Successes included a willing staff that was willing to redefine jobs and fill needs.

Support for Pupils with Exceptional Needs

Challenges included modification of curriculum to meet needs of learning on all ends of the learning spectrum. Success included increased support for SWD.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
1 REALMS will contract services to provide translation of documents into Spanish and other languages of our school community (when possible).	\$2,500	\$0	Yes
2 Diagnostic Tools (DIBELS, NWEA, iREADY, SIPPS)	\$29,232	\$30,428	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Action was not needed due to translation tools available in Canvas.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

The 2020-21 school year began for REALMS struggling to assess learning loss due to distance challenges and low student participation. However, with the return to in-person instruction we were able to accurately assess learning loss and address needs with 90% of our students (those who returned). It remains an ongoing challenge to do the same for all students in the distance program.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

As with academics previously, the biggest challenge was assessing need in a distance environment. Success include the return to in-person instruction and the ability to accurately assess need and provide services. Recently, we have also started to add back social activities to build community.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Challenges include low family contact and communication in the initial stages of the shut down. Success include the increase of communication and additional options for contact through canvas that led to our reopening.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

REALMS provided drive through service for breakfast and lunch when the campus was closed. Drive through service remains in place for families on the distance model, and in-person meal service for two meals a day remains in place for on-person attendees as well.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
N/A	N/A	N/A	N/A	No

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

N/A

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

The importance of establishing community and meeting the goals of our charter and providing whole child education and development were never more clear. The experience has caused us to redouble our efforts to provide a unique educational opportunity that supports all children and expand SEL support for student including more family social opportunities.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

REALMS will continue to use NWEA and CAASPP IB exams along with iReady and DIBELS 4 times a year to monitor learning and provide teachers with data to guide instruction and intervention.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

There were none. We met the increased and improved requirements.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The importance of establishing community and meeting the goals of our charter and providing whole child education and development were never more clear. The experience has caused us to redouble our efforts to provide a unique educational opportunity that supports all children and expand SEL support for student including more family social opportunities. This focus on our charter, our stakeholders, feedback, and lesson learned through previous LCAPs and the LCP are represented in our revised LCAP goals. The previous LCAP contained 13 LCAP Goals. REALMS now supports three comprehensive goals. Goal one addresses academics. Goal 2 addresses attendance and student support. Goal three supports high levels of parent involvement. Our new goals are as follows:

Goal One: REALMS will ensure that students have access and success in standards-aligned courses in ELA, Math, ELL, Science, Music, Art, Project Lead the Way, and Modern Language to support the education of the whole child.

Goal Two: To reduce barriers that can impede student success, REALMS will build and maintain academic and social-emotional supports including a well-maintained and appropriately staffed school. This will ensure positive academic, behavioral, and attendance outcomes.

Goal Three: Parents and guardians will actively participate in the REALMS school community through school conferences, volunteer opportunities, social events, and participation in committees.

The creation of these goals and the associated actions is a direct result of the feedback received from students, parents, teachers, staff, administrators and board members.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	3,179,467.00	2,906,319.95
LCFF Base	2,927,592.00	2,750,598.00
LCFF Supplemental and Concentration	205,600.00	138,715.44
Locally Defined	36,000.00	11,465.00
Not Applicable	0.00	0.00
Title I	4,500.00	5,541.51
Title II	5,775.00	0.00
	5,775.00	0.00
	5,775.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	3,179,467.00	2,906,319.95
1000-1999: Certificated Personnel Salaries	2,412,600.00	2,222,402.00
2000-2999: Classified Personnel Salaries	91,900.00	44,353.00
3000-3999: Employee Benefits	484,492.00	507,719.00
4000-4999: Books And Supplies	115,600.00	75,031.51
5000-5999: Services And Other Operating Expenditures	57,100.00	44,289.44
5800: Professional/Consulting Services And Operating Expenditures	17,775.00	12,525.00
Not Applicable	0.00	0.00
	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	3,179,467.00	2,906,319.95
1000-1999: Certificated Personnel Salaries	LCFF Base	2,380,100.00	2,222,402.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	0.00	0.00
1000-1999: Certificated Personnel Salaries	Locally Defined	32,500.00	0.00
2000-2999: Classified Personnel Salaries	LCFF Base	58,000.00	14,477.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	33,900.00	29,876.00
3000-3999: Employee Benefits	LCFF Base	484,492.00	507,719.00
3000-3999: Employee Benefits	LCFF Supplemental and Concentration	0.00	0.00
3000-3999: Employee Benefits	Not Applicable	0.00	0.00
4000-4999: Books And Supplies	LCFF Base	5,000.00	0.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	102,600.00	65,727.00
4000-4999: Books And Supplies	Locally Defined	3,500.00	3,763.00
4000-4999: Books And Supplies	Not Applicable	0.00	0.00
4000-4999: Books And Supplies	Title I	4,500.00	5,541.51
5000-5999: Services And Other Operating Expenditures	LCFF Base	0.00	6,000.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	57,100.00	30,587.44
5000-5999: Services And Other Operating Expenditures	Locally Defined	0.00	7,702.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental and Concentration	12,000.00	12,525.00
5800: Professional/Consulting Services And Operating Expenditures	Not Applicable	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Title II	5,775.00	0.00
Not Applicable	LCFF Supplemental and Concentration	0.00	0.00
Not Applicable	Not Applicable	0.00	0.00
		0.00	0.00
		0.00	0.00
		0.00	0.00
		0.00	0.00
		0.00	0.00

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
		0.00	0.00
		0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	1,499,975.00	1,089,808.00
Goal 2	4,500.00	5,541.51
Goal 3	58,000.00	14,477.00
Goal 4	1,376,780.00	1,585,395.00
Goal 5	138,712.00	132,437.00
Goal 6	17,500.00	19,009.00
Goal 7	3,000.00	3,050.00
Goal 8	0.00	0.00
Goal 9	0.00	0.00
Goal 10	10,000.00	4,185.44

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$228,637.00	\$170,949.00
Distance Learning Program	\$7,540.00	\$7,948.00
Pupil Learning Loss	\$31,732.00	\$30,428.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$267,909.00	\$209,325.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$71,000.00	\$68,613.00
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$71,000.00	\$68,613.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$157,637.00	\$102,336.00
Distance Learning Program	\$7,540.00	\$7,948.00
Pupil Learning Loss	\$31,732.00	\$30,428.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$196,909.00	\$140,712.00

Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Ridgecrest Elementary Academy for Language, Music, and Science (REALMS)	Miriam Hogg Chief Executive Officer	Miriam.Hogg@rcrealms.org (760) 375-1010

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

Ridgecrest Elementary Academy for Language, Music, and Science (REALMS) serves the communities of Ridgecrest, China Lake Air Station, and Inyokern. REALMS projects serving approximately 200 students in transitional kindergarten through sixth grade. Students and families who choose REALMS do so because of small class sizes, a small school environment, safety, more individualized attention, and partnerships with teachers and administrators supporting each students' needs. Based on data from the Sierra Sands Unified School District, REALMS anticipates white and Hispanic/Latino will comprise the largest ethnic groups, more than 55% of our students will qualify for free or reduced breakfast and lunch, and English language learners and special education students to make up approximately 10% of our student population. Our classes will average approximately 22 students. REALMS will offer English language learner support services; academic support, intervention, and intervention through RtI; special education services; counseling including the Anchored for Life program; STEM utilizing the Project Lead the Way curriculum; and music for all students.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Because REALMS is only two years old, and due to the Pandemic, there is not a complete dashboard to review. However, there are many successes to celebrate in our first two years. We have implemented a whole child approach at the school. All students receive daily instruction in core academics (ELA, Math, Science, History, Modern Language, and PLTW) and regular access to Music and Art as well. In addition, REALMS will offer after school and summer programs on topics including, but not limited to: Art, Guitar, Gardening, Meditation, Anger Management, Cooking, and Yoga.

REALMS has also secured a three-year Public Charter School Grant Program to support the addition of modern language for all students. The Charter petition for REALMS has been extended to June 30, 2024 ensuring that there is sufficient time to develop the programs and culture of the school.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

NOTE - REALMS was formerly called the Ridgecrest Charter School until 2019. While we have a new Charter and CDS code, we serve the same body of students and the need remains the same. Due to the Pandemic and the suspension of all state assessments in 2020 and the fact that the school was only in its second year of operation when schools were closed and thus do not have a current dashboard. This is the most recent and reliable data to show the needs for EL, and LI students as compared to all students

Based on the previous dashboard for Ridgecrest Charter School the following areas of need existed and are being addressed through goals, metrics, and actions contained in the 2021-22 LCAP:

ELA - All students reported yellow at 32 points Distance from Standard (DFS). There were three student groups that reported yellow - EL, Hispanic, and LI. SWD reported below all students at orange.

Math - All students reported yellow with two student groups reporting yellow - EL and White. There were also two student groups reporting orange - SED and Hispanic. Finally, there was one group reporting red - SWD

Chronic Absenteeism - ALI students reported orange with 14.9% of students identified as chronically absent (missing 10% or more of the school year). One student group out performed all student reporting yellow - Two or more Races. Three groups scored orange - SWD, EL, and White. Two groups scored red - Hispanic and LI.

In addition to the 2019 CA School Dashboard, based on teacher reported interactions with students and parent feedback, there is an excessive need to address social-emotional learning and support students experiencing trauma through the Pandemic.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

REALMS is a new TK-6th grade public charter school located in Ridgecrest, California. In 2019-2020, REALMS served approximately 280 students. However, due to the pandemic REALMS experienced a significant decrease in enrollment. In 2020-2021, REALMS served approximately 190 students via a combination of in-person and distance learning services. The highlight of this year's LCAP centers around addressing the academic and social-emotional needs of students in this community. REALMS plans to ensure all students have equal

access and opportunity to a safe and secure learning environment, access to grade-level content, in addition to the development of relationships with parents and the community to address student needs. With this LCAP REALMS seeks to foster accountability and collaborative partnerships to accomplish the goals set within the plan.

The 2021-22 LCAP includes a revision of the School Goals that will better align with both the purpose of the Charter School and the feedback received from stakeholders. The former 12 LCAP Goals are now represented in three goals for the school. Goal one addresses academics. Goal 2 addresses attendance and student support. Goal three supports high levels of parent involvement. Our new goals are as follows:

Goal One: REALMS will ensure that students have access and success in standards-aligned courses in ELA, Math, ELL, Science, Music, Art, Project Lead the Way, and Modern Language to support the education of the whole child.

Goal Two: To reduce barriers that can impede student success, REALMS will build and maintain academic and social-emotional supports including a well-maintained and appropriately staffed school. This will ensure positive academic, behavioral, and attendance outcomes.

Goal Three: Parents and guardians will actively participate in the REALMS school community through school conferences, volunteer opportunities, social events, and participation in committees.

The creation of these goals and the associated actions is a direct result of the feedback received from students, parents, teachers, staff, administrators, and board members.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Not Applicable to REALMS

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Not Applicable to REALMS

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Not Applicable to REALMS

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

REALMS recognizes the importance of stakeholder engagement and has, through the 2020-21 school year, communicated regularly updates to its school community as well as solicited feedback in order to respond to the needs of those impacted directly and indirectly to mandated school closure(s). REALMS used its Student Information System, Aeries Communication, to communicate with families during the school closure.

Parents received communication by way of email, phone calls, and postal mail. A series of attempts were made to collect data regarding needs, concerns, and input on school instructional plans. REALMS deployed information to its school community and stakeholders in a variety of ways. The ultimate goal was to provide current information and allow opportunities for sharing and exchanging of information in light of the global pandemic.

Parents and staff received electronic and paper surveys which were sent electronically and through postal mail. Surveys and school announcements were provided in both English and Spanish so that families who do not speak English could participate.

In addition, REALMS used its social media accounts to engage with staff and admin as well as students and their families frequently. REALMS has remained in close contact with the school community, county representatives, and the local health department to provide accurate up-to-date information to determine best practices for safety and to meet the learning needs of students. The LCAP was developed with contributions of parent groups, certificated and classified staff, administration, and the School Board.

The CEO of REALMS consulted with the Executive Director from the Kern Consortium SELPA regarding support for Students with Disabilities that was included in the LCAP. Throughout the development of the LCAP, REALMS held monthly meetings with the School Site Council (SSC) and the English Learner Advisory Committee (ELAC) to discuss the LCAP and school goals.

The School Board was also provided the opportunity to provide feedback during the development and public comment portion of the approval process. This included input on the newly adopted LCAP goals.

No written questions were received from these groups, therefore there was no required written response from the CEO.

A summary of the feedback provided by specific stakeholder groups.

Feedback from stakeholders centered around several key themes: Academic goals, school attendance/support, and parent participation.

Academic Goals:

REALMS created academic goals that tracked and monitored student progress in core content areas. REALMS uses benchmark data from NWEA, IAB'S, and iREADY to support academic intervention and enrichment needs. Feedback from stakeholders revealed the need for continuous monitoring of data to determine when academic goals are met/achieved.

School Attendance/Support:

Stakeholders agree that daily attendance has never been so important as it is post-pandemic. The need for an expanded attendance incentive program and social-emotional support is in the front of the minds of the REALMS community. Feedback indicates that in addition to high level academics, that social and recreational activities during and after school are needed to allow students to re-connect and continue their emotional growth.

Parent Participation:

One of the unique characteristics of REALMS is the regular participation of parents in the classroom and at school sponsored social activities. Feedback from stakeholders was clear that this participation expectation should continue to be a priority for the school.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

The 2021-22 LCAP includes a revision of the School Goals that will better align with both the purpose of the Charter School and the feedback received from stakeholders. The former 12 LCAP Goals are now represented in three goals for the school. Goal one addresses academics. Goal 2 addresses attendance and student support. Goal three supports high levels of parent involvement. Our new goals are as follows:

Goal One: REALMS will ensure that students have access and success in standards-aligned courses in ELA, Math, ELL, Science, Music, Art, Project Lead the Way, and Modern Language to support the education of the whole child.

Goal Two: To reduce barriers that can impede student success, REALMS will build and maintain academic and social-emotional supports including a well-maintained and appropriately staffed school. This will ensure positive academic, behavioral, and attendance outcomes.

Goal Three: Parents and guardians will actively participate in the REALMS school community through school conferences, volunteer opportunities, social events, and participation in committees.

The creation of these goals and the associated actions is a direct result of the feedback received from students, parents, teachers, staff, administrators and board members.

Goals and Actions

Goal

Goal #	Description
1	<p>REALMS will ensure that students have access and success in standards-aligned courses in ELA, Math, ELL, Science, Music, Art, Project Lead the Way, and Modern Language to support the education of the whole child.</p> <p>State Priorities: 1B, 2A, 2B, 4A, 4E, 4F, 7A, 7B, 7C, 8</p>

An explanation of why the LEA has developed this goal.

Ridgecrest Elementary Academy for Language, Music, and Science (REALMS) takes a whole-child approach to the education and development of our students. One of the many reasons families choose REALMS as an Independent Public Charter School is our focus on traditional "core" subjects as well as daily exposure and activities in subjects like Project Lead the Way, Music, Art, and Modern Language. Therefore, ensuring we meet the promises made to our families through our charter, we dedicate significant resources to a complete and well-rounded curriculum to expose students to potential interests that they are not yet aware of and develop a self-aware student.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1B: Results of a self-audit of instructional materials	100% of students have access to standards aligned instructional materials in all subjects				Maintain 100% access for all students
2A: Results of CDE self-rating tool for Implementation of standards	2021 Self-rating Scores ELA - 4 ELD - 3 Mathematics - 4 NGSS - 2 History - 2				2024 Expected Self-Rating Scores ELA - 5 ELD - 4 Mathematics - 5 NGSS - 4 History - 4

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24																																																								
2B: Review of daily schedule of ELD support and instruction	100% compliance with required time				Maintain 100% compliance with required time																																																								
4A: NWEA Benchmark Assessments in ELA and Math	<div>NWEA ELA (Spring 2021) Results:<table><tr><td>K</td><td>154</td></tr><tr><td>1st</td><td>167</td></tr><tr><td>2nd</td><td>179</td></tr><tr><td>3rd</td><td>185</td></tr><tr><td>4th</td><td>194</td></tr><tr><td>5th</td><td>195</td></tr><tr><td>6th</td><td>215</td></tr></table> 2021 NWEA (Spring 2021) Math Results:<table><tr><td>K</td><td>159</td></tr><tr><td>1st</td><td>167</td></tr><tr><td>2nd</td><td>184</td></tr><tr><td>3rd</td><td>188</td></tr><tr><td>4th</td><td>202</td></tr><tr><td>5th</td><td>196</td></tr><tr><td>6th</td><td>217</td></tr></table></div>	K	154	1st	167	2nd	179	3rd	185	4th	194	5th	195	6th	215	K	159	1st	167	2nd	184	3rd	188	4th	202	5th	196	6th	217				<div>ELA Expected Outcome:<table><tr><td>K</td><td>163</td></tr><tr><td>1st</td><td>171</td></tr><tr><td>2nd</td><td>185</td></tr><tr><td>3rd</td><td>197</td></tr><tr><td>4th</td><td>201</td></tr><tr><td>5th</td><td>211</td></tr><tr><td>6th</td><td>215</td></tr></table> Math Expected Outcome:<table><tr><td>K</td><td>173</td></tr><tr><td>1st</td><td>176</td></tr><tr><td>2nd</td><td>189</td></tr><tr><td>3rd</td><td>201</td></tr><tr><td>4th</td><td>210</td></tr><tr><td>5th</td><td>218</td></tr><tr><td>6th</td><td>222</td></tr></table></div>	K	163	1st	171	2nd	185	3rd	197	4th	201	5th	211	6th	215	K	173	1st	176	2nd	189	3rd	201	4th	210	5th	218	6th	222
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4th	210																																																												
5th	218																																																												
6th	222																																																												
4E: % of students scoring IFEP or Novice on the initial ELPAC	41.66%				55%																																																								
4F: Rate of students who reclassify as english proficient	2018-19 Reclassification rate = 16.4%				30% Reclassification Rate																																																								
7A: Quarterly audit of daily classroom schedules to ensure that students have	100% access				Maintain 100% access																																																								

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
access to a broad course of study as defined in the school charter					
7B: Monitor unduplicated students by: <ul style="list-style-type: none"> Monthly ELAC meetings with parent participation Expanded use of school meal program Create a trimester Foster Support Meeting 	<ul style="list-style-type: none"> Monthly ELAC meetings with parent participation Number of Meals served weekly XX Foster Support Meeting not yet established 				<ul style="list-style-type: none"> Maintain monthly ELAC meetings with parent participation Number of Meals served weekly XX Completion of three Foster Support Meeting not yet established
7C: annual audit of compliance with IEP requirements	100% compliance				Maintain 100% compliance
8: Quarterly audit of daily class schedules to ensure that students have daily instruction and activities in Art, Music, and Modern Language	2021 status: Art - 100% Music - 100% Modern Language - 100%				Maintain status: Art - 100% Music - 100% Modern Language - 100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Instructional Materials	Teachers will use CCSS and state-aligned instructional materials to deliver instruction, extension, and intervention supports for ELA, Math, ELL, Science, Art, Music, and Modern Language.	\$31,300.00	No
2	ELD Supports	ELD curriculum for designated and integrated ELD enrichment for all grades is also used.	\$1,500.00	Yes
3	Academic Intervention and Enrichment Programs	After-school and/or summer programs to support students' academic needs and academic enrichment. Courses and supports will be designed based on student needs and interests and offered at various times through the regular school year and summer sessions.	\$21,000.00	Yes
4	Professional Development and Support	Provide professional development for staff as needed to support instruction in all subject areas and grades to support both new curriculum adoption and development of teaching resources. The focus will include high-quality first instruction, extension, intervention, and classroom management.	\$88,300.00	Yes
5	Assessments	Students will participate in a variety of assessments to monitor progress and provide formative/summative data to teachers to plan instruction, intervention, and extension. Assessments will include, but are not limited to, NWEA, CAASPP Interim Benchmarks, SIPPS, and DIBELS.	\$14,800.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
2	<p>To reduce barriers that can impede student success, REALMS will build and maintain academic and social-emotional supports including a well-maintained and appropriately staffed school. This will ensure positive academic, behavioral, and attendance outcomes.</p> <p>State Priorities: 1A, 1C, 5A, 5B, 6A, 6B, 6C</p>

An explanation of why the LEA has developed this goal.

REALMS is committed to meeting the academic and social-emotional needs of our students. These needs will change over time, and therefore we are committed to formalizing the existing supports, regularly identifying needs for additional supports, creating the needed structures to meet needs, and assessing the effectiveness of the support we provide.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1A: Rate of teachers appropriately assigned and fully credentialed according to ESSA	70% appropriately assigned and fully credentialed				80% of teachers will be assigned and fully credentialed
1C: Campus will score "Good" or better on the annual FIT inspection	2021 campus scored "Very Good" on FIT				Maintain score of "Very Good" or better
5A: Rate of school attendance at P2	P2 attendance rate of 95%				P2 attendance rate of 98%
5B: Rate of students who qualify as chronically absent	15.53% for 2020-21				>8.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
6A: Rate of students suspended at least once	3% is 2020-21				>1% annually
6B: Rate of students expelled	0.0% expelled				Maintain rate of >0.5% expulsions
6C: % of students who report that they: <ul style="list-style-type: none"> • enjoy going to school • feel safe • get along with classmates • satisfied with their teacher 	January 2020 student survey results: <ul style="list-style-type: none"> • enjoy going to school "a great deal" and "a lot" = 50% • feel "extremely safe" and "very safe" = 50% • get along with classmates "very well" and "somewhat well" = 100% • "Extremely satisfied" and very satisfied" with their teacher = 100% 				Improve% of students who report that they: <ul style="list-style-type: none"> • enjoy going to school "a great deal" and "a lot" to 75% • feel "extremely safe" and "very safe" to 75% • Maintain get along with classmates "very well" and "somewhat well" at 100% • Maintain "extremely satisfied" and very satisfied" with their teacher at 100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Student Supervision and Attendance Accountability	Provide fully credentialed teachers and classified staff for all students who will also monitor student attendance.	\$1,496,400.00	No
2	Additional Classroom Support	Based on need identified through assessments, benchmarks, and teacher observation students will be provided with individual and small group intervention, support, and enrichment through the addition of para professionals in the class. Para educators will be assigned a flexible schedule based on need and teacher planning to support students as directed by the classroom teacher.	\$50,000.00	Yes
3	Attendance Awareness	Educate all students and parents about the importance of school attendance and truancy and provide attendance awareness/incentives for students and families.	\$39,500.00	Yes
4	Social Emotional Interventions and Supports	After-school and/or summer programs to support students' social-emotional needs and academic enrichment. Courses and supports will be designed based on student needs and interests and offered at various times through the regular school year and summer sessions.	\$20,500.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
3	<p>Parents and guardians will actively participate in the REALMS school community through school conferences, volunteer opportunities, social events, and participation in committees.</p> <p>State Priorities: 3A, 3B, 3C</p>

An explanation of why the LEA has developed this goal.

REALMS recognizes and values the active role of parents and guardians in supporting classroom learning, in feedback to assist decision making, and by sharing time together at social events. In addition to the required classroom volunteer component, we value and need parent support through formal committee membership and making memories through activities with other REALMS families. We believe the combination of these activities demonstrates the community we share and is an intentional effort to sustain a safe and welcoming environment.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
3A: Parent participation in: <ul style="list-style-type: none"> • SSC • DELAC • Creation of a PTO 	<ul style="list-style-type: none"> • Parent participation at monthly SSC • Parent participation at monthly ELAC • Currently no PTO 				<ul style="list-style-type: none"> • Maintain parent participation at monthly SSC • Maintain parent participation at monthly ELAC • Create PTO and support parent participation

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					at monthly PTO
3B: Track and communicate required classroom volunteer hours for all parents using parent sign.	193 parents volunteered during the 2020-21 school year (Rate was effected by COVID limitations)				Double parent volunteer rate to 400 parents annually
3C: Rate of parents/guardians of SWD participating in the IEP meeting	100% participation				Maintain 100% participation

Actions

Action #	Title	Description	Total Funds	Contributing
1	School Community Involvement	Parents/families will be notified of volunteer opportunities and school events through the school website, social media, and in teacher and school newsletters.	\$20,000.00	Yes
2	Communication with Stakeholders	Involve parents as a key component of the Charter School's and students' success through regular communication and participation and continuous improvement to school-community relations.	\$17,400.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
12.55%	210,000

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

REALMS will ensure that students have access and success in standards-aligned courses in ELA, Math, ELL, Science, Music, Art, Project Lead the Way, and Modern Language to support the education of the whole child.

While many of the contributing actions in the LCAP are provided to all students (on a wide basis), the need for these actions is found in the achievement gaps between all students and LI, FY, and EL students. REALMS is committed to improving the outcomes for all students and closing achievement gaps to support improved outcomes for all students.

NOTE - REALMS was formerly called the Ridgecrest Charter School until 2019. While we have a new Charter and CDS code, we serve the same body of students and the need remains the same. Due to the Pandemic and the suspension of all state assessments in 2020 and the fact that the school was only in its second year of operation when schools were closed and thus do not have a current dashboard. This is the most recent and reliable data to show the needs for EL, and LI students as compared to all students

Goal 1 is centered around providing quality instruction, a well-trained staff, tools to assess learning, and intervention/enrichment supports to support the needs and development of the whole child. This need is illustrated most clearly on the 2019 CA School Dashboard for REALMS in the areas of Math and ELA

Analyzing the Math results show that while all students scored yellow at -44 Distance from Standard (DFS), this is a +4 DFS improvement. However, there are trends to address with our unduplicated student groups. EL students scored -59 DFS with an improvement of almost 6 points. LI students scored -58 DFS with a 1 point gain over the previous dashboard.

ELA results show similar trends. All students scored -32 DFS with a gain of +16 points from the prior year. EL students scored -51 DFS with a +15 gain over 2018. LI students scored -40 and gained +21 points over 2018.

To address these issues with outcomes and support the successes we are starting to see, REALMS will take a number of steps to continue to support first best instruction, support gains in outcomes, and mitigate the learning gaps to ensure success for all students. These steps

include providing academic intervention and enrichment programs for all students through the school year and during the summer, equipping staff with professional development to support the identified needs of the students at REALMS, and incorporating formative and summative assessments to provide feedback to teachers, learners, and parents to support both intervention and enrichment.

Goal 2 provides programs and supports for daily school attendance and reducing the rate of students. The needs and gains for this goal are best illustrated on the CA School Dashboard for 2019 in the areas of Chronic Absenteeism and Suspension. Contrary to the previous data for Goal 1, the goal here is to lower the rate rather than raise the score.

Analysis of the Chronic Absenteeism rates show that all students reported a rate of 14.9% of the students chronically absent (missing 10% or more of the school days). This was an increase of 3% from the previous dashboard. EL students reported slightly higher at 15.1% which increased 8.7% from the prior year. LI students reported significantly higher at 21.9% increasing 6.1% in one school year.

Suspension rates have been dramatically reduced at REALMS. All students report 2.3% of students were suspended from school for at least one day. This was a reduction of 2.6%. EL students had even better results reporting 1.8% suspended after a 2.4% reduction. LI students a rate of 2.8% for 2019 after a 2.9% reduction from 2018.

To address these issues with outcomes and support the successes we are starting to see, Standard Schools will take a number of steps to continue to support gains and address arrears where student outcomes do not yet match expectations. This will include adding additional personnel in the classroom to assist teachers in addressing and meeting the academic and social-emotional needs of all students, implementation of an attendance awareness program with incentives for regular and improved attendance, and a system to teach and support positive behavior.

Goal 3 focuses on sustaining and improving communication to parents of students at REALMS to support awareness of student progress and participation in school activities/programs. Data to support these actions comes from feedback from parents through committee meetings (DELAC, SSC, IEP), surveys (parent and student), and anecdotal conversations.

Through feedback from the above sources, especially received from parents in DELAC (EL parents) and IEP meetings (identifiable as parents of LI students), parents support the improved communication from REALMS to home and the responsiveness of the school staff to the parents. DELAC parents also noted strongly that the communication methods using parent square were helpful to stay informed with their students' needs and support them more appropriately at home. Based on this feedback to support parents and students, REALMS will maintain the actions in goal 3 to continue to improve communication with families.

This data and associated trends indicate that the actions in the LCAP are starting to have the desired effect and will be continued. REALMS expects that the combination of these actions will support the gains we are starting to see in some areas and with some student groups, increase outcomes for EL and LI students and increase outcomes for all students.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

In addition to the actions described in the previous prompt, REALMS is working to meet the needs of the EL through additional target support provided solely to EL students. As described previously, EL students are under-performing as compared to all students in Math and ELA. To address this need, REALMS is committed to a series of additional supports, beyond the required ELD implementation, to meet the needs of EL students. These supports vary greatly depending on assessed need, grade level, and ELD level as assessed on ELPAC. EL staff have the support to purchase and provide targeted support during and outside of designated ELD time to support our EL students.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$1,800,700.00				\$1,800,700.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$1,643,800.00	\$156,900.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Instructional Materials	\$31,300.00				\$31,300.00
1	2	English Learners	ELD Supports	\$1,500.00				\$1,500.00
1	3	English Learners Foster Youth Low Income	Academic Intervention and Enrichment Programs	\$21,000.00				\$21,000.00
1	4	English Learners Foster Youth Low Income	Professional Development and Support	\$88,300.00				\$88,300.00
1	5	English Learners Foster Youth Low Income	Assessments	\$14,800.00				\$14,800.00
2	1	All	Student Supervision and Attendance Accountability	\$1,496,400.00				\$1,496,400.00
2	2	English Learners Foster Youth Low Income	Additional Classroom Support	\$50,000.00				\$50,000.00
2	3	English Learners Foster Youth Low Income	Attendance Awareness	\$39,500.00				\$39,500.00
2	4	English Learners Foster Youth Low Income	Social Emotional Interventions and Supports	\$20,500.00				\$20,500.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	1	English Learners Foster Youth Low Income	School Community Involvement	\$20,000.00				\$20,000.00
3	2	English Learners Foster Youth Low Income	Communication with Stakeholders	\$17,400.00				\$17,400.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$273,000.00	\$273,000.00
LEA-wide Total:	\$271,500.00	\$271,500.00
Limited Total:	\$1,500.00	\$1,500.00
Schoolwide Total:	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	2	ELD Supports	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$1,500.00	\$1,500.00
1	3	Academic Intervention and Enrichment Programs	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$21,000.00	\$21,000.00
1	4	Professional Development and Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$88,300.00	\$88,300.00
1	5	Assessments	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$14,800.00	\$14,800.00
2	2	Additional Classroom Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$50,000.00	\$50,000.00
2	3	Attendance Awareness	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$39,500.00	\$39,500.00
2	4	Social Emotional Interventions and Supports	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,500.00	\$20,500.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
3	1	School Community Involvement	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,000.00	\$20,000.00
3	2	Communication with Stakeholders	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$17,400.00	\$17,400.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
			Totals:	Planned Expenditure Total	Estimated Actual Total
			Totals:		

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 .

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.
- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.